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**Article:** “Distinguishing the Essential from the Important: Using Research to Strengthen the Use of Standards for Administrator and Licensure Programs”

* What were the key points highlighted in the article?

The research support for the Balanced Leadership Framework shows that:

--Principal leadership is significantly correlated with student achievement.

--Twenty-one specific leadership responsibilities have statistically significant relationships to student achievement.

--Just as leaders can have a positive impact on student achievement, they also can have a marginal or, worse, a negative impact on achievement.

--Principal-initiated change has varying implications for stakeholders with change positively associated with some responsibilities and negatively associated with others.

--All of the leadership responsibilities in McREL’s framework are significantly correlated with student achievement.

--Although the “explicit goal” of the ISLLC standards was to “reground the profession” [and] “underscore learning and teaching,” the standards do not explicitly communicate the critical connection between the standards and improved student learning.

--More than a quarter of the research-based Balanced Leadership practices are not reflected in the ISLLC indicators.

--Two conclusions from McREL’s research should be helpful for principals and those who support them. The first conclusion, developed from an extensive review of the theoretical literature on change, highlights the importance of the “magnitude

of change,” or the implications that changes have for stakeholders. A second conclusion, derived from our factor analysis, focuses on specific leadership responsibilities associated with leading changes perceived as either first-order or second-order by stakeholders.

* Review the crosswalk of McRel’s work. What is the correlation between the crosswalk, the article, and the Iowa Standards for School Leaders?

The article compares the ISLLC standards with the Balanced Leadership Framework. Unlike the ISLLC standards, the factors of balanced leadership named in the framework are correlated to student achievement.

The crosswalk looked at the Balanced Leadership Framework and the Iowa Standards for School Leaders and found that 8 factors from the framework were not included in the Iowa Standards.

* What are the pluses and minuses of focusing *daily* on the standards and the leadership responsibilities in your work with your building administrators?

A plus: There are only 24 hours in a day, and you can only work about 12-15 of them and maintain your sanity. In deciding what work is going to get done as a school administrator, it is very helpful to know what work the research positively correlates with student achievement.

A minus: It’s difficult to focus on all 21 factors (or all 6 Iowa Leadership Standards) all of the time, and not choosing a more narrow focus on a daily basis will definitely be overwhelming.

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